

## CASE STUDY 3 OF 8

**Name of School:** PM-SHRI TWIDU RESIDENTIAL ENGLISH MEDIUM SCHOOL

District: **Gomati, Tripura**

Name of HM/Principal: **Sri Sukracharjya Kalai.**

### **Introduction:**

PM-SHRI Twidu Residential English Medium School, situated in Sukracharjya Kalai, Amarpur, Gomati, Tripura, faces numerous challenges typical of schools serving underprivileged communities. As the Teacher-in-Charge, I have identified critical issues ranging from infrastructure deficits to educational shortcomings, all of which directly impact the quality of education provided. Through strategic planning and collaborative efforts, we have initiated a series of interventions to address these challenges and uplift the educational standards of the school.

### **Current Status:**

With a steadfast team of four dedicated teachers and two non-teaching staff members, PM-SHRI Twidu is committed to providing quality education and holistic development opportunities to its students.

### **Enrollment:**

Welcoming a total of 100 eager minds, evenly split between 50 boys and 50 girls, the school embraces diversity and inclusivity. Notably, a significant portion of its student body hails from Below Poverty Line (BPL) families, reflecting the school's dedication to serving the community's diverse needs.

### **Challenges Faced:**

Need for a Headmaster: The school currently operates without a designated headmaster.

English Language Proficiency: Teachers face challenges in English language proficiency.

Teacher Requirements: Need for English background teachers and computer instructors.

**Problem Statement:** The School Management Committee (SMC) dysfunction and insufficient teaching staff were among the primary challenges we encountered. Additionally, infrastructure deficiencies, including the lack of security personnel, major building repairs, and inadequate sanitation facilities, posed significant obstacles to creating a conducive learning environment.

**Implemented Solutions:** To address security concerns, we appointed a gatekeeper, enhancing safety on campus. Major repairs were undertaken to rectify structural issues, while the construction of separate toilets and urinals for boys and girls improved sanitation facilities.

**Teacher Responsibilities:** Emphasizing teacher punctuality and workload management, we ensured each educator engaged in a minimum of four periods daily. Collaborative efforts

among staff members fostered a supportive learning environment, promoting student engagement and academic success.

**Implementation Process:** Through effective teamwork and student-centered teaching approaches, we streamlined school operations and enhanced student-teacher relationships. Teachers received training from district-level workshops, enriching their pedagogical skills and knowledge.

**Outcomes and Results:** Guideline adherence and continuous improvement efforts yielded promising outcomes. Notably, school functionality and student performance significantly improved, reflecting the efficacy of our interventions. Training initiatives and adherence to best practices proved instrumental in achieving these positive results.

**Key Learnings:** Our experience underscores the importance of collaborative problem-solving and adherence to established guidelines. Continuous training and professional development are vital for sustaining improvements and fostering a culture of excellence in education.

**Conclusion:**

PM-SHRI Twidu Residential English Medium School has faced several challenges, particularly related to staffing, infrastructure, and English language proficiency. Despite these challenges, through strategic planning, cooperation among staff, and adherence to training guidelines, the school has made commendable progress. The focus remains on further improving the educational standards and overall functioning to uplift the students, particularly those from economically disadvantaged backgrounds to the next level of academic excellence.

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